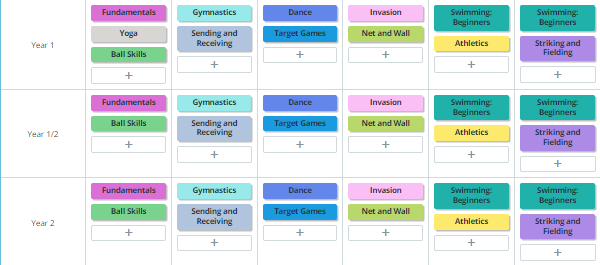
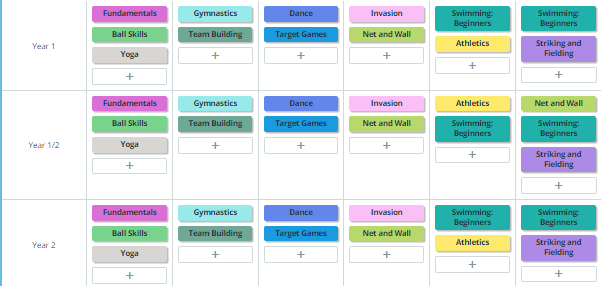


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| **EYFS** | **KS1** | **KS2** |
| **Early Learning Goals:**  *Personal, Social and Emotional Development ELG:* -Show an understanding of their own feelings and those of others, and begin to regulate their  behaviour accordingly  -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.  -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  -Explain the reasons for rules, know right from wrong and try to behave accordingly  -Work and play co-operatively and take turns with others  -Show sensitivity to their own and to others’ needs  *Physical Development ELG:*  - Negotiate space and obstacles safely, with consideration for themselves and others  -Demonstrate strength, balance and coordination when playing  -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations.  *Pupils should be taught to:*   * master basic movements including   running, jumping, throwing and catching, as well as developing balance, agility and co-ordination,  and begin to apply these in a range of activities   * participate in team games, developing   simple tactics for attacking and defending   * perform dances using simple movement patterns | Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. *Pupils should be taught to:*   * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where   appropriate[for example, badminton, basketball, cricket, football, hockey, netball, rounder’s and tennis], and apply basic principles suitable for attacking and defending   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best |

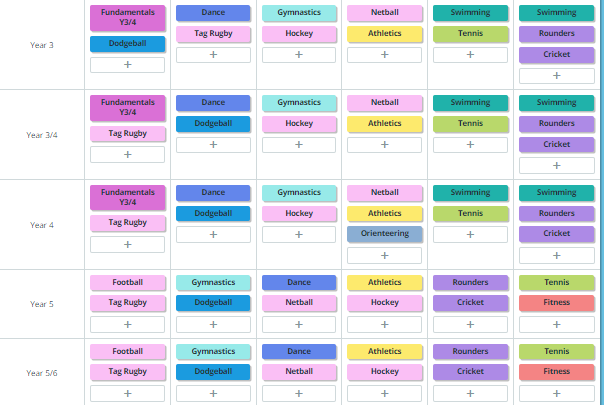
Year A: KS1



Year B: KS1



Year A – KS2



Year B: KS2



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| **EYFS** | **Overview** | **Key Skills** | |
| **Ball Skills Unit 1**  **Nursery/Reception** | In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner. | Physical | Rolling a ball, stopping a rolling ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball |
| Social | Co-operation, supporting others, sharing and taking turns |
| Emotional | Honesty, perseverance |
| Thinking | Using tactics, decision making |
| **Ball Skills Unit 2**  **Nursery/Reception** | In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. | Physical | Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball |
| Social | Co-operation, sharing and taking turns |
| Emotional | Determination |
| Thinking | Using tactics, decision making |
| **Dance Unit 1 Nursery/Reception** | In this unit, children will develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. | Physical | Travelling, copying and performing actions, co-ordination |
| Social | Respect, co-operating with others |
| Emotional | Working independently, determination |
| Thinking | Counting, observing and providing feedback, selecting and applying actions |
| **Dance Unit 2 Nursery/Reception** | In this unit, children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. | Physical | Travelling, copying and performing actions, co-ordination, |
| Social | Respect, co-operating with others |
| Emotional | Working independently, confidence |
| Thinking | Counting, observing and providing feedback, selecting and applying actions |
| **Fundamentals Unit 1 Nursery/Reception** | In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. | Physical | Balancing, running, jumping. changing direction, hopping, travelling |
| Social | Working safely, responsibility, helping others |
| Emotional | Honesty, challenging myself, determination |
| Thinking | Decision making, selecting and applying actions, using tactics |
| **Fundamentals Unit 2 Nursery/Reception** | In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks. | Physical | Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running |
| Social | Working safely, responsibility, working with others |
| Emotional | Managing emotions, challenging myself |
| Thinking | Selecting and applying actions |
| **Games Unit 1 Nursery/Reception** | In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a | Physical | Running, balancing, changing direction, striking a ball, throwing |

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|  | partner and begin to understand what a team is, as well as learning how to behave when winning and losing. | Social | Communication, co-operation, taking turns, supporting and encouraging others |
| Emotional | Honesty and fair play, managing emotions |
| Thinking | Using tactics, decision making |
| **Games Unit 2 Nursery/Reception** | In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules. | Physical | Running, changing direction, striking a ball, |
| Social | Communication, co-operation, taking turns, respect, supporting and encouraging others |
| Emotional | Honesty, managing emotions, perseverance |
| Thinking | Using tactics |
| **Gymnastics Unit 1 Nursery/Reception** | In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. | Physical | Shapes, balances, jumps, rocking, rolling, travelling |
| Social | Taking turns, co-operation, communication, |
| Emotional | Confidence, determination |
| Thinking | Selecting and applying skills, creating sequences |
| **Gymnastics Unit 2 Nursery/Reception** | In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences.  They begin to understand using levels and directions when travelling and balancing. | Physical | Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll |
| Social | Leadership, taking turns, helping others |
| Emotional | Determination |
| Thinking | Selecting and applying skills, creating sequences |
| **Introduction to PE**  **Unit 1**  **Nursery/Reception** | In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. | Physical | Moving safely, running, jumping, throwing, catching, following a path |
| Social | Sharing, leadership |
| Emotional | Perseverance, confidence |
| Thinking | Decision making, selecting and applying actions |
| **Introduction to PE**  **Unit 2**  **Nursery/Reception** | In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. | Physical | Moving safely, running, jumping, throwing, catching, rolling |
| Social | Sharing and taking turns, encouraging and supporting others. responsibility |
| Emotional | Honesty and fair play, confidence, perseverance |
| Thinking | Decision making, understanding and using rules |

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| **Year 1** | **Overview** | **Key Skills** | |
| **Athletics Year 1** | In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. | Physical | Running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance |
| Social | Working safely, collaborating with others |
| Emotional | Working independently, honesty and playing to the rules, determination |
| Thinking | Exploring ideas |
| **Ball Skills Year 1** | In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. | Physical | Rolling, kicking, throwing, catching, bouncing, dribbling, tracking |
| Social | Co-operation, communication, leadership, supporting others |
| Emotional | Honesty, perseverance, challenging myself |
| Thinking | Using tactics, exploring actions, comprehension |
| **Dance Year 1** | Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. | Physical | Travel, copying and performing actions, using shape, balance, coordination |
| Social | Co-operation, communication, coming to decisions with a partner, respect |
| Emotional | Confidence, acceptance |
| Thinking | Counting, observing and providing feedback, selecting and applying actions |
| **Fundamentals Year 1** | Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination.  Pupils will be given opportunities to identify areas of strength and areas for improvement.  Pupils will work collaboratively with others, taking turns and sharing ideas. | Physical | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping |
| Social | Taking turns, supporting and encouraging others, working safely, communication |
| Emotional | Challenging myself, perseverance, honesty |
| Thinking | Identifying strengths, listening and following instructions |
| **Gymnastics**  **Year 1** | In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. | Physical | Travelling actions, shapes, balances, jumps, barrel roll, straight roll, forward roll progressions |
| Social | Sharing, working safely |
| Emotional | Confidence |
| Thinking | Observing and providing feedback, selecting and applying actions |
| **Invasion** | Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what | Physical | Throwing and catching, kicking, dribbling with hands and feet, dodging, finding space |

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| **Year 1** | being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponent | Social | Co-operation, communication, supporting and encouraging others |
| Emotional | Honesty and fair play, managing emotions |
| Thinking | Connecting information, decision making, recalling information |
| **Net and Wall Year 1** | Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. | Physical | Throwing, catching, hitting a ball, tracking a ball |
| Social | Respect, communication |
| Emotional | Honesty and fair play, determination |
| Thinking | Decision making, using simple tactics, recalling information, comprehension |
| **Sending and**  **Receiving Year 1** | Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. | Physical | Rolling, kicking, throwing, catching, tracking |
| Social | Taking turns, supporting and encouraging others, respect, communication |
| Emotional | Perseverance, honesty, being happy to succeed |
| Thinking | Transferring skills |
| **Striking and**  **Fielding**  **Year 1** | Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. | Physical | Throwing, catching, retrieving a ball, tracking a ball, striking a ball |
| Social | Communication, supporting and encouraging others, consideration of others |
| Emotional | Perseverance, honesty and fair play |
| Thinking | Using tactics, selecting and applying skills, decision making |
| **Swimming Beginners** | This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. | Physical | Float, travel, submerge, kick with legs, pull with arms, glide |
| Social | Co-operation, supporting and encouraging others |
| Emotional | Confidence, determination, challenging myself |
| Thinking | Creating actions, using tactics |
| **Target Games Year 1** | In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical | Underarm throwing, overarm throwing, aim, hand eye co-ordination |
| Social | Communication, supporting and encouraging others, leadership |
| Emotional | Perseverance, honesty, fair play |
| Thinking | Using tactics, selecting and applying skills, decision making |
| **Team Building Year 1** | In this unit pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome. | Physical | Balancing, travelling actions, |
| Social | Communication, sharing ideas, inclusion, encouraging and supporting others |
| Emotional | Confidence, trust, honesty |

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|  |  | Thinking | Decision making, using tactics, providing instructions, planning, problem solving | |
| **Yoga Year 1** | Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught in through fun and engaging activities. | Physical | Breathing, relaxation, balance, flexibility, strength | |
| Social | Working safely, sharing ideas, leadership | |
| Emotional | Calmness, patience, understanding, independence | |
| Thinking | Selecting actions, comprehension, focus, providing feedback | |
| **Year 2** | **Overview** |  | | **Key Skills** | |
| **Athletics Year 2** | In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. | Physical | | Running at different speeds, jumping for distance, throwing for distance | |
| Social | | Working safely, collaborating with others | |
| Emotional | | Working independently, determination | |
| Thinking | | Observing and providing feedback, exploring ideas | |
| **Ball Skills Year 2** | In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. | Physical | | Rolling, kicking, throwing, catching, bouncing. dribbling | |
| Social | | Co-operation, communication, leadership, supporting others | |
| Emotional | | Honesty, perseverance, challenging myself | |
| Thinking | | Using tactics, exploring actions | |
| **Dance Year 2** | Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. | Physical | | Travel, copying and performing actions, using dynamics, pathway, expression and speed, balance, coordination | |
| Social | | Respect, consideration, sharing ideas, decision making with others | |
| Emotional | | Acceptance, confidence | |
| Thinking | | Selecting and applying actions, counting, observing and providing feedback, creating | |
| **Fundamentals Year 2** | Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. | Physical | | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping | |
| Social | | Taking turns, supporting and encouraging others, respect, communication | |
| Emotional | | Challenging myself, perseverance, honesty | |

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|  |  | Thinking | Selecting and applying, identifying strengths |
| **Gymnastics Year 2** | In this unit pupils learn to explo and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. | Physical | Shapes, balances, shape jumps, travelling movements, barrel roll, straight roll, forwards roll |
| Social | Sharing, working safely |
| Emotional | Confidence, independence |
| Thinking | Observing and providing feedback, selecting and applying actions |
| **Invasion Year 2** | Pupils develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. | Physical | Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space |
| Social | Communication, respect, co-operation, kindness |
| Emotional | Empathy, integrity, independence, determination, perseverance |
| Thinking | Creativity, reflection, decision making, comprehension |
| **Net and Wall Year 2** | Pupils will develop the basic skills involved in net and wall games. They will develop their understanding of the principles of net and wall games such as using the ready position to defend their space and sending the ball away from an opponent to maximise their chances of scoring. They will learn to play games honestly, abiding by the rules and showing respect towards their opponents and teammates. | Physical | Throwing, catching, racket skills, ready position, hitting a ball |
| Social | Support, co-operation, respect, communication |
| Emotional | Perseverance, honesty |
| Thinking | Decision making, reflection, comprehension, selecting and applying |
| **Sending and**  **Receiving Year 2** | Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical | Rolling, kicking, throwing, catching, tracking |
| Social | Co-operation, communication, keeping others safe |
| Emotional | Perseverance, challenging myself |
| Thinking | Identifying how to improve, transferring skills |
| **Striking and**  **Fielding**  **Year 2** | In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. | Physical | Throwing and catching, tracking a ball, bowling, batting |
| Social | Communication, collaboration |
| Emotional | Honesty, acceptance, controlling emotions |
| Thinking | Select and apply, using tactics, decision making |
| **Swimming Beginners** | This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. | Physical | Float, travel, submerge, kick with legs, pull with arms, glide |
| Social | Co-operation, supporting and encouraging others |
| Emotional | Confidence, determination, challenging myself |
| Thinking | Using tactics, creating actions |

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| **Target Games Year 2** | Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. | | Physical | Throwing, rolling, kicking, striking |
| Social | Communication, collaboration, kindness, support |
| Emotional | Honesty, perseverance, independence, manage emotions |
| Thinking | Select and apply, using tactics, decision making, provide feedback, problem solving |
| **Team Building Year 2** | Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. | | Physical | Travelling actions, jumping, balancing |
| Social | Communication, leading, inclusion |
| Emotional | Trust, honesty and fair play, acceptance |
| Thinking | Planning, decision making, problem solving |
| **Year 3** | **Overview** |  | | **Key Skills** |
| **Athletics Year 3** | In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. | Physical | | Sprinting, jumping for a distance, push and pull throwing for a distance |
| Social | | Working collaboratively, working safely |
| Emotional | | Perseverance, determination |
| Thinking | | Observing and providing feedback |
| **Ball Skills Year 3** | Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. | Physical | | Tracking a ball, throwing, catching, dribbling |
| Social | | Supporting others, co-operation, communication, managing games |
| Emotional | | Perseverance, honesty, respect, challenging self |
| Thinking | | Decision making, developing tactics, creativity |
| **Basketball Year 3** | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others’ performances. | Physical | | Throwing and catching, dribbling, intercepting, shooting |
| Social | | Working safely, communication, collaboration |
| Emotional | | Honesty and fair play, perseverance |
| Thinking | | Planning strategies and using tactics, observing and providing feedback |

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| **Cricket Year 3** | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, over and underarm bowling, batting |
| Social | Collaboration and communication, respect |
| Emotional | Perseverance, honesty |
| Thinking | Observing and providing feedback, applying strategies |
| **Dance Year 3** | Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. | Physical | Using canon, unison, formation, dynamics, pathways, direction, copying and performing actions, control, balance, |
| Social | Sharing ideas, respect, inclusion of others, leadership, working safely |
| Emotional | Confidence, acceptance |
| Thinking | Selecting and applying actions, creating, observing and providing feedback |
| **Dodgeball Year 3** | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | Physical | Throwing, catching, dodging, blocking |
| Social | Communication, collaboration, respect |
| Emotional | Honesty, perseverance |
| Thinking | Decision making, selecting and applying skills |
| Thinking | Selecting and applying tactics, decision making |
| **Fundamentals Year 3** | Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.  Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. | Physical | Balancing, running, hopping, jumping, dodging, skipping |
| Social | Supporting and encouraging others, respect, communication, taking turns |
| Emotional | Challenging myself, perseverance, honesty |
| Thinking | Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development |

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| **Golf Year 3** | Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.  Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. | Physical | Balancing, coordination, accuracy, striking, throwing |
| Social | Taking turns, supporting and encouraging others, respect, communication |
| Emotional | Challenging myself, perseverance, honesty, determination |
| Thinking | Selecting and applying skills, identifying strengths, identifying weaknesses, creativity |
| **Gymnastics Year 3** | In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ‘extension’ and ‘body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. | Physical | Individual point and patch balances, straight roll, barrel roll, forward roll, straight jump, tuck jump, star jump, rhythmic gymnastics |
| Social | Collaboration, communication, respect |
| Emotional | Confidence |
| Thinking | Observing and providing feedback, selecting and applying actions, evaluating and improving |
| **Handball Year 3** | Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others’ performances. | Physical | Ball control, throwing and catching, moving with the ball, dribbling, shooting |
| Social | Working safely, communication, respect, |
| Emotional | Honesty and fair play, perseverance |
| Thinking | Planning strategies, observing and providing feedback |
| **Hockey Year 3** | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Physical | Passing, dribbling, receiving, intercepting, tackling |
| Social | Communication, collaboration, inclusive |
| Emotional | Honesty and fair play, empathy |
| Thinking | Planning strategies and using tactics, observing and providing feedback, decision making |
| **Netball Year 3** | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Physical | Passing, catching, footwork, intercepting, shooting |
| Social | Working safely, communication, collaboration |
| Emotional | Honesty and fair play, perseverance |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **OAA**  **Year 3** | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. | Physical | Balance, running |
| Social | Communication, teamwork, trust, inclusion, listening |
| Emotional | Confidence |
| Thinking | Planning, map reading, decision making, problem solving |

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| **Rounders Year 3** | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | | Physical | Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting |
| Social | Collaboration and communication, respect, supporting and encouraging others |
| Emotional | Honesty and fair play, confident to take risks, managing emotions |
| Thinking | Observing and providing feedback, using tactics, decision making |
| **Swimming**  **Developers** | This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay save around water. | | Physical | Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position |
| Social | Communication, supporting and encouraging others, keeping myself and others safe |
| Emotional | Confidence |
| Thinking | Comprehension, planning tactics |
| **Tag Rugby Year 3** | In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements. | | Physical | Passing, catching, dodging, tagging, scoring |
| Social | Communication, collaboration, inclusion |
| Emotional | Honesty and fair play, perseverance, confidence |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **Tennis Year 3** | In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | | Physical | Forehand, backhand, throwing, catching, ready position |
| Social | Respect, collaboration, supporting others |
| Emotional | Honesty, perseverance |
| Thinking | Decision making, using tactics, understanding rules |
| **Yoga Year 3** | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. | | Physical | Breathing, balance, flexibility, strength, coordination |
| Social | Working safely, sharing ideas, leadership |
| Emotional | Calmness, focus, confidence |
| Thinking | Selecting actions, creating poses and flow, providing feedback |
| **Year 4** | **Overview** |  | | **Key Skills** |
| **Athletics Year 4** | In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. | Physical | | Pacing, sprinting technique, jumping for distance , throwing for distance |
| Social | | Working collaboratively, working safely |
| Emotional | | Perseverance, determination |

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|  |  | Thinking | Observing and providing feedback, exploring ideas |
| **Ball Skills Year 4** | Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others. | Physical | Tracking a ball, throwing, catching, dribbling |
| Social | Supporting others, co-operation, communication, managing games |
| Emotional | Perseverance, honesty, respect, challenging self |
| Thinking | Decision making, developing tactics, creativity |
| **Basketball Year 4** | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others’ performances. | Physical | Throwing and catching, dribbling, intercepting, shooting |
| Social | Working safely, communication, collaboration |
| Emotional | Honesty and fair play, perseverance |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **Cricket Year 4** | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball trying avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, over and underarm bowling, batting |
| Social | Collaboration and communication, respect |
| Emotional | Perseverance, honesty |
| Thinking | Performing a variety of dance actions, |
| **Dance Year 4** | Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. | Physical | Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique, |
| Social | Collaboration, consideration, inclusion, respect |
| Emotional | Empathy, confidence |
| Thinking | Observing and providing feedback, selecting and applying actions |
| **Dodgeball Year 4** | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | Physical | Throwing, catching, dodging, blocking |
| Social | Communication, collaboration, respect |
| Emotional | Honesty, perseverance, |
| Thinking | Decision making, Selecting and applying skills |

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| **Fundamentals Year 4** | Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate.  Pupils will be asked to observe and recognise improvements for their own and others’ performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. | Physical | Balancing, running, hopping, jumping, dodging, skipping |
| Social | Supporting and encouraging others, respect, communication, taking turns |
| Emotional | Challenging myself, perseverance, honesty |
| Thinking | Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development |
| **Football Year 4** | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. | Physical | Dribbling, passing, ball control, tracking/jockeying, turning, receiving |
| Social | Communication, collaboration, cooperation |
| Emotional | Honesty, perseverance |
| Thinking | Selecting and applying tactics, decision making |
| **Golf Year 4** | Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.  Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. | Physical | Balancing, coordination, accuracy, striking, throwing |
| Social | Taking turns, supporting and encouraging others, respect, communication |
| Emotional | Challenging myself, perseverance, honesty, determination |
| Thinking | Selecting and applying skills, identifying strengths, identifying weaknesses, creativity |
| **Gymnastics Year 4** | Pupils create more complex sequences. They learn a wider range of travelling actions and  include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Physical | Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand |
| Social | Collaboration, communication, respect, responsibility |
| Emotional | Confidence |
| Thinking | Observing and providing feedback, selecting and applying skills, evaluating and improving |
| **Handball Year 4** | Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others’ performances. | Physical | Ball control, throwing and catching, moving with the ball, dribbling |
| Social | Shooting, working safely, communication, respect, honesty and fair play |
| Emotional | honesty and fair play, perseverance |
| Thinking | Planning strategies, observing and providing feedback |
| **Hockey Year 4** | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Physical | Passing, dribbling, receiving, intercepting, tackling |
| Social | Communication, collaboration, inclusive |
| Emotional | Honesty and fair play, empathy |
| Thinking | Planning strategies and using tactics, observing and providing feedback, decision making |

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| **Netball Year 4** | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Physical | Passing, catching, footwork, intercepting, shooting |
| Social | Working safely, communication, collaboration |
| Emotional | Honesty and fair play, perseverance |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **OAA**  **Year 4** | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. | Physical | Balance, running |
| Social | Communication, teamwork, trust, inclusion, listening |
| Emotional | Confidence |
| Thinking | Planning, map reading, decision making, problem solving |
| **Rounders Year 4** | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting |
| Social | Collaboration and communication, respect, supporting and encouraging others |
| Emotional | Honesty and fair play, confident to take risks, managing emotions |
| Thinking | Observing and providing feedback, using tactics, decision making |
| **Swimming**  **Developers** | This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay save around water. | Physical | Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position |
| Social | Communication, supporting and encouraging others, keeping myself and others safe |
| Emotional | Confidence |
| Thinking | Comprehension, planning tactics |
| **Tag Rugby Year 4** | In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements. | Physical | Passing, catching, dodging, tagging, scoring |
| Social | Communication, collaboration, inclusion |
| Emotional | Honesty and fair play, perseverance, confidence |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **Tennis Year 4** | In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Physical | Underarm throwing, catching, forehand, backhand, ready position |
| Social | Collaboration, respect, supporting others |
| Emotional | Honesty, perseverance |
| Thinking | Decision making, understanding rules, selecting and applying skills and tactics |

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| **Yoga Year 4** | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. | Physical | Breathing, balance, flexibility, strength, coordination |
| Social | Working safely, sharing ideas, leadership |
| Emotional | Calmness, focus, confidence |
| Thinking | Selecting actions, creating poses and flow, providing feedback |
| **Year 5** | **Overview** |  | **Key Skills** |
| **Athletics Year 5** | In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.  In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin. | Physical | Pacing, sprinting technique, relay changeovers, jumping for distance, push and pull throwing for distance |
| Social | Collaborating with others, supporting others |
| Emotional | Perseverance, determination |
| Thinking | Observing and providing feedback |
| **Basketball Year 5** | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others’ performances. | Physical | Throwing and catching, dribbling, intercepting, shooting |
| Social | Communication, collaboration |
| Emotional | Perseverance, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **Cricket Year 5** | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting |
| Social | Collaboration and communication, respect |
| Emotional | Honesty |
| Thinking | Observing and providing feedback, selecting and applying strategies |
| **Dance Year 5** | Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others. | Physical | Performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions |
| Social | Collaboration, consideration and awareness of others, inclusion, respect, leadership, |
| Emotional | Empathy, confidence |
| Thinking | Creating, observing and providing feedback, using feedback to improve, selecting and applying skills |

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| **Dodgeball Year 5** | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others’ performances. | Physical | Throwing, catching, dodging, blocking |
| Social | Collaboration, respect, leadership |
| Emotional | Honesty, determination, confidence |
| Thinking | Decision making, selecting and applying tactics |
| **Fitness Year 5** | Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected. | Physical | Strength, speed, power, agility, coordination, balance, stamina |
| Social | Supporting and encouraging others, working collaboratively |
| Emotional | Perseverance, determination |
| Thinking | Analysing scores |
| **Football**  **Year 5** | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | Physical | Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving |
| Social | Communication, collaboration, cooperation, respect |
| Emotional | Honesty, perseverance |
| Thinking | Selecting and applying tactics, decision making |
| **Golf Year 5** | Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course. | Physical | Accuracy, balance, coordination, striking |
| Social | Taking turns, supporting and encouraging others. respect, communication, sharing and agreeing on ideas |
| Emotional | Challenging myself, perseverance, honesty, being of proud of their work |
| Thinking | Selecting and applying skills, identifying strengths and areas for development, creativity |
| **Gymnastics Year 5** | In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Physical | Symmetrical and asymmetrical balances, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand |
| Social | Responsibility, collaboration, communication, respect |
| Emotional | Confidence |
| Thinking | Observing and providing feedback, selecting and applying actions, evaluating and improving sequences |
| **Handball**  **Year 5** | Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others’ performance. | Physical | Throwing and catching, moving with the ball, dribbling, intercepting, shooting |
| Social | Collaboration, communication, |
| Emotional | Honesty and fair play, perseverance, |
| Thinking | Planning strategies and using tactics, observing and provide feedback |

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| **Hockey Year 5** | In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. | Physical | Dribbling, passing,receiving, tracking, creating and using space, shooting |
| Social | Communication, collaboration |
| Emotional | Perseverance, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback, selecting and applying skills |
| **Netball Year 5** | In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. | Physical | Passing, catching, footwork, intercepting, shooting, dodging |
| Social | Communication, collaboration |
| Emotional | Perseverance, honesty and fair play, selecting and applying skills, decision making |
| Thinking | Planning strategies and using tactics, selecting and applying skills, decision making |
| **Rounders Year 5** | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. | Physical | Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting |
| Social | Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others |
| Emotional | Honesty & fair play, confident to take risks, managing emotion |
| Thinking | Decision making, using tactics, identifying how to improve, selecting skills |
| **Swimming**  **Intermediate** | This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. | Physical | Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions |
| Social | Communication, supporting and encouraging others |
| Emotional | Determination |
| Thinking | Creating, decision making, using tactics |
| **Tag Rugby Year 5** | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others’ performances. | Physical | Throwing, catching, running, dodging, scoring |
| Social | Communication, collaboration |
| Emotional | Perseverance, confidence, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback, decision making |
| **OAA**  **Year 5** | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | Physical | Stamina, running |
| Social | Communication, teamwork, trust, inclusion, listening |
| Emotional | Confidence |
| Thinking | Planning, map reading, decision making, problem solving |

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| **Tennis Year 5** | In this unit pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. | Physical | | Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve |
| Social | | Collaboration, communication, respect |
| Emotional | | Honesty |
| Thinking | | Using tactics, Selecting and applying skills |
| **Volleyball Year 5** | Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Physical | | Volley, dig, set, serve, ready position |
| Social | | Communication, respect, supporting and encouraging others |
| Emotional | | Confidence, perseverance, honesty |
| Thinking | | Decision making, selecting and applying tactics, identifying strengths and areas for development |
| **Yoga Year 5** | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. | Physical | | Balance, flexibility, strength, co-ordination |
| Social | | Leadership, sharing ideas, working safely |
| Emotional | | Confidence, working independently |
| Thinking | | Creating, selecting and applying actions, observing and providing feedback |
| **Year 6** | **Overview** | |  | **Key Skills** |
| **Athletics Year 6** | In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.  In this unit pupils learn the following athletic activities: long distance running, sprinting, triple jump, discus and shot put. | | Physical | Pacing, sprinting, jumping for distance, push throwing for distance, fling throwing for distance |
| Social | Negotiating, collaborating with others |
| Emotional | Perseverance, determination |
| Thinking | Observing and providing feedback |
| **Badminton Year 6** | Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | | Physical | Ready position, grip, forehand, backhand, serve, footwork |
| Social | Communication, respect, supporting and encouraging others |
| Emotional | Confidence, perseverance, honesty |
| Thinking | Using tactics, selecting and applying skills, identifying strengths and areas for development |
| **Basketball Year 6** | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their | | Physical | Throwing and catching, dribbling, intercepting, shooting |
| Social | Communication, collaboration |

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|  | own and others’ performances. | Emotional | Perseverance, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback |
| **Cricket Year 6** | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, over and underarm bowling, long and short barrier, batting |
| Social | Collaboration and communication, respect |
| Emotional | Honesty |
| Thinking | Observing and providing feedback, selecting and applying strategies |
| **Dance Year 6** | Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. | Physical | Performing a variety of dance actions, using canon, unison, formation, dynamics, character, emotion, transitions, matching & mirroring |
| Social | Sharing ideas, consideration of others, inclusion, respect, leadership, supporting others |
| Emotional | Empathy, confidence |
| Thinking | Observing & providing feedback, using feedback to improve, selecting & applying skills |
| **Dodgeball Year 6** | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others’ performances. | Physical | Throwing, catching, dodging, blocking |
| Social | Collaboration, respect, leadership |
| Emotional | Honesty, determination, confidence |
| Thinking | Decision making, selecting and applying tactics |
| **Football Year 6** | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | Physical | Dribbling, passing, ball control, tracking/jockeying, turning, goalkeeping, receiving |
| Social | Communication, collaboration, cooperation, respect |
| Emotional | Honesty, perseverance |
| Thinking | Selecting and applying tactics, decision making |
| **Golf Year 6** | Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others’ skills and | Physical | Accuracy, balance, coordination, striking |
| Social | Taking turns, supporting and encouraging others. respect, communication, sharing and agreeing on ideas |

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|  | identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course. | Emotional | Challenging myself, perseverance, honesty, being of proud of their work |
| Thinking | Selecting and applying skills, identifying strengths and areas for development, creativity |
| **Gymnastics Year 6** | In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Physical | Straddle roll, forward roll, backward roll, counterbalance, countertension, bridge, shoulder stand, handstand, cartwheel, headstand, vault |
| Social | Responsibility, collaboration, communication, respect |
| Emotional | Confidence |
| Thinking | Observing and providing feedback, selecting and applying skills, evaluating and improving sequences |
| **Handball Year 6** | Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others’ performance. | Physical | Throwing and catching, moving with the ball, dribbling, intercepting, shooting |
| Social | Collaboration, communication, |
| Emotional | Honesty and fair play, perseverance, |
| Thinking | Planning strategies and using tactics, observing and provide feedback |
| **Hockey Year 6** | In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. | Physical | Dribbling, passing,receiving, tracking, creating and using space, shooting |
| Social | Communication, collaboration |
| Emotional | Perseverance, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback, selecting and applying skills |
| **Netball Year 6** | In this unit pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. | Physical | Passing, catching, footwork, intercepting, shooting, dodging |
| Social | Communication, collaboration |
| Emotional | Perseverance, honesty and fair play, selecting and applying skills, decision making |
| Thinking | Planning strategies and using tactics, selecting and applying skills, decision making |
| **Rounders Year 6** | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. | Physical | Throwing & catching, bowling, tracking, fielding & retrieving a ball, batting |
| Social | Organising & self-managing a game, respect, supporting & encouraging others, communicating ideas & reflecting with others |
| Emotional | Honesty & fair play, confident to take risks, managing emotion |
| Thinking | Decision making, using tactics, identifying how to improve, selecting skills |

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| **Swimming**  **Intermediate** | This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. | Physical | Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions |
| Social | Communication, supporting and encouraging others |
| Emotional | Determination |
| Thinking | Creating, decision making, using tactics |
| **Tag Rugby Year 6** | In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others’ performances. | Physical | Throwing, catching, running, dodging, scoring |
| Social | Communication, collaboration |
| Emotional | Perseverance, confidence, honesty and fair play |
| Thinking | Planning strategies and using tactics, observing and providing feedback, decision making |
| **OAA**  **Year 6** | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | Physical | Stamina, running |
| Social | Communication, teamwork, trust, inclusion, listening |
| Emotional | Confidence |
| Thinking | Planning, map reading, decision making, problem solving |
| **Tennis Year 6** | In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. | Physical | Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve |
| Social | Collaboration, communication, respect |
| Emotional | Honesty, perseverance |
| Thinking | Decision making, selecting and applying tactics, evaluating and improving |
| **Volleyball Year 6** | Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Physical | Volley, dig, set, serve, ready position |
| Social | Communication, respect, supporting and encouraging others |
| Emotional | Confidence, perseverance, honesty |
| Thinking | Decision making, selecting and applying tactics, identifying strengths and areas for development |
| **Yoga Year 6** | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. | Physical | Balance, flexibility, strength, co-ordination |
| Social | Leadership, sharing ideas, working safely |
| Emotional | Confidence, working independently |
| Thinking | Creating, selecting and applying actions, observing and providing feedback |